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**DR. AAIJAZ AHMED KHAN
JABATAN ANATOMI
PUSAT PENGAJIAN SAINS PERUBATAN**



Souvenir-2011

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Pre-conference CME : 26th December, 2011

Conference: 27th - 29th December, 2011



DEPARTMENT OF ANATOMY

Sri Aurobindo Medical College & Post Graduate Institute

SAIMS Campus, Indore-Ujjain State Highway,
Nr. MR-10, Indore - 453111 (M.P.)

29/12/2011

Session: VIII

11.00am-1.00pm

Venue: Hall - II

Medical Education**Chair Persons****Dr.Indira Ingole****Dr. Netra H.Gadre****Dr.C.S.Ramesh Babu**

Sr.No	Reg. No.	Name of Presenter	Title
327	R-269	Dr. Indra Nath Sutia	The Legal Aspect of Doctor- Patient Relationship
328	R-98	Dr. Rashmi Patil	OSPE in Histology Techniques – Perceptions of Postgraduate Teachers and Students in Anatomy
329	R-334	Dr. Lakshmi Anantharaman	Peer Teaching As An Educational Tool in Osteology
330	R-166	Dr. Aaijaz Ahmed Khan	Need to incorporate Communication Skills, Professionalism, Ethics and Health Policies Courses in the MBBS Curriculum of India
331	R-283	Dr. Changalmala Krishnaveni	Emotional Reactions of Students For Cadaveric Dissection
332	R-539	Dr. Sharmila Pal	Factors Affecting the Performance of Students in Anatomy in NRS Medical College, Kolkata
333	R-561	Dr. Deepali Deshatty	Mind Maps As Learning Tool in Anatomy
334	R-96	Dr. Praveen Iyer	Use of MS Access For MCQ Bank
335	R-501	Dr. Santosh Kshirsagar	Importance of Dissection in Understanding Clinical Subjects - Student's Perspective
336	R-88	Dr. Santosh Kumar Sahu	A Cross Sectional Study To Assess the Benefits & Hazards of Internet Use Among the Students of Gauhati Medical College, Assam
337	R-610	Dr. Poonam Patnaik	Morphometric Study of Caroticoclinoid Foramen in Cranial Cavity of Skull and Individual Sphenoid Bones Available in NCR, India

29/12/2011

Session: VIII

11.00am-1.00pm

Venue: Hall - III

Medical Education**Chair Persons****Dr. Anupichand Patnaik****Dr.Lakshmi Rajgopal****Dr. Manoj Ambali**

Sr.No	Reg. No.	Name of Presenter	Title
338	R-732	Dr. Ashwini Appaji	Teaching Anatomy by Surgery Videos and Self Learning Modules
339	R-686	Dr. Damayanti Devi Ningthoujam	Educational Technology in Medical Education
340	R-579	Dr. Mohmed Aslam	Learning of Anatomy in Primary Health Care (Curriculum)
341	R-83	Dr. Subhash Miri	Importance of Item Test in 1 st Year MBBS Curriculum in the Subject of Anatomy
342	R-735	Dr. Shoukat Kazi	Learning Anatomy by Jigsaw Puzzle- An Innovative Approach
343	R-462	Dr. Ashok Sahai	Challenges Before Undergraduate (MBBS) Medical Education in India
344	R-93	Dr. Baneswar Baro	Use of 3 (Three) Dimensional Models of Human Anatomy As Teaching Material For Undergraduate Medical Students

329. Peer Teaching as an Educational Tool in Osteology

Lakshmi T.A., Yogitha R, Nachiket S

Department of Anatomy, St. John's Medical College, Sarjapur road, Koramangala, Bangalore

Aim of the study: To evaluate the acceptability of peer teaching in osteology

Materials and method: 60 students of 1st year MBBS 2010-11 batch at St. John's Medical College were included in the study. They were divided into six groups of 10 students and were given specific objectives as handouts for each osteology class. Initially, for upper limb osteology sessions, three groups had active learning with peer teaching and the other three had didactic lectures by tutors. These groups were interchanged for lower limb osteology. Following this all 6 groups were involved in active peer teaching for the rest of osteology. A questionnaire based on Likhert scale was used to determine student response to peer teaching technique.

Results: 83.3% of the students agreed that peer teaching had improved their understanding of osteology. 90% of the students recommend the continuation of the peer teaching methodology for osteology in the following years. 70% of the students recommended the peer teaching method for embryology and histology. The students found the hand outs very comprehensive and helpful. They felt that it helped them revise osteology quickly before exams. Further details will be dealt during presentation.

Conclusion: Our study showed that medical undergraduates are able to successfully participate in a structured teaching program and derive a unique perspective to exam preparation that was very well received by our student cohort. The role of students teaching their own peers in a formal structured environment is a very valuable teaching tool and the researchers feel this should be encouraged.

330. Need to Incorporate Communication Skills, Professionalism, Ethics and Health Policies Courses in the MBBS Curriculum of India

Aaijaz Ahmed Khan, Hillol Kanti Pal, Naila Aaijaz

Department of Anatomy and Neurosciences, Universiti Sains Malaysia, and University Malaysia Kelantan, Malaysia

The undergraduate medical program is a five-year course leading to the degree of bachelor of medicine and bachelor of surgery (M.B.B.S.). The broad goal of the curriculum is to produce highly skilled, compassionate and ethical professionals for country's current and future needs, with a solid foundation to become excellent clinicians, researchers, educators, and or health administrators. A good professional requires excellent communication skills, professionalism, knowledge of ethical issues related to clinical practice and research and country's health policies. With these objectives most of the universities of the world including Universiti Sains Malaysia have incorporated these courses in their curriculum long ago. Though Medical council of India has designed a curriculum to produce excellent clinicians but there has been no provision for the issues mentioned above. These may be a reason that in spite of having great clinicians, teachers and researchers we are unable to project our self on the world stage. This paper is to create awareness and importance of communication skills, professionalism, ethical issues and health policies of the country to produce a complete medical professional as per the current needs and requirements of the country. To substantiate our view we designed a questionnaire and surveyed around 100 Indian medical graduates ranging from fresh graduates to senior professor working in India and overseas. The data was analyzed by PASW statistics 18. Our results show that most of the medical graduates feel the need of incorporating these courses in the Indian medical curriculum. Therefore, we conclude that it is high time that these courses should be included in the Indian medical curriculum.

331. Emotional Reactions of Students for Cadaveric Dissection

Krishnaveni.C, Roopa Kulkarni, Varsha Mokhasi

VIMS & RC Vydeshi Institute of Medical Sciences, Bangalore, Karnataka

Aim: Emotional reactions are frequently expressed by the students when human cadaver was dissected. To know the emotional impact on students when exposed to cadaveric dissection. The aim of study is to know the cadaver - student relationship which might provide a better relationship between doctor-patient. Also to know the effect of emotional reactions in learning anatomy and giving training to approach in scientific temperament.

Materials and methods: Total of 210 students of VIMS & RC (150-MBBS & 60 are BDS in year 2011-2012) were selected. A questionnaire was given in the first week of commencement of dissection & after

1 1/2 months again the same questionnaire was given & both were compared.

Results: An interesting finding of this study is 70% were not afraid of seeing cadavers, 72.63% were excited in handling the cadaver. 72% of students respect the cadaver

Conclusion: Anatomists play a critical role in initiating a balanced attitude to death & dying in trainee medical doctors, where the death teaches life.